U.S. Department of Education **September 2003**

2003-2004 *No Child Left Behind-Blue Ribbon Schools Program Cover Sheet*

Name of Principal Mr. Brent Walker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Westside Elementary School
(As it should appear in the official records)

School Mailing Address 160 N. Evarts

Powell WY 82435-2730
City State Zip Code+3 (9 digits total)

Tel. (307) 754-5181 Fax (307) 754-0613

Website/URL www.park1.k12.wy.us Email bwalker@park1.k12.wy.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Donald Cravens
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Park County School District #1 Tel. (307) 754-2215

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. David Northrup
Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated School, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in Question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   __4__ Elementary schools
   __1__ Middle Schools
   _____ Junior high schools
   __1__ High schools
   _____ Other (Briefly explain)

   __6__ TOTAL

2. District Per Pupil Expenditure: ___$7,980___

   Average State Per Pupil Expenditure: ___$8,163___

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [x] Small city or town in a rural area
   [ ] Rural

4. _20___ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	18	20	38		**7**			
1	16	15	31		**8**			
2	16	20	36		**9**			
3	12	22	34		**10**			
4	19	21	40		**11**			
5	19	18	37		**12**			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					216

6. Racial/ethnic composition of the students in the school:

__87.96_ % White
_____ % Black or African American
__11.57_ % Hispanic or Latino
____.47_ % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: __6.94___%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	8
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	216
(5)	Subtotal in row (3) divided by total in row (4)	.0694
(6)	Amount in row (5) multiplied by 100	6.94

8. Limited English Proficient students in the school: __2.3__%
__5__Total Number Limited English Proficient

Number of languages represented: __1__
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: __35.1__%
__76___Total number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___12.96__%
___28____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__2__Autism	_____Orthopedic Impairment
_____Deafness	__1__Other Health Impaired
_____Deaf-Blindness	__7__Specific Learning Disability
__1__Hearing Impairment	__12_Speech or Language Impairment
__5__Mental Retardation	_____Traumatic Brain Injury
_____Multiple Disabilities	_____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	___1____	_____
Classroom teachers	__11____	_____
Special resource teachers/specialists	___3____	____3___
Paraprofessionals	___5____	____7___
Support Staff	___2____	_____
Total number	__22____	___10___

12. Average school student-"classroom teacher" ratio: __19.6__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.3%	95.5%	96 %	85 %	96 %
Daily teacher attendance	92 %	94 %	94 %	93 %	--
Teacher turnover rate	9 %	9 %	9 %	0	0
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

Part III – Summary –Provide a brief, coherent narrative snapshot of the school in one page. Include at least a summary of the school's mission or vision in the statement.

Westside Elementary School in Powell, Wyoming is a rural school located in Park County in the Northwest corner of Wyoming. Powell has three elementary schools, a middle (6-8 grades) school and one high school. In addition to the public schools, there is Northwest College, a two year college, Headstart, Child Development Services, and a Migrant program. This is primarily a farming/ranch community.

Westside has 221 students in grades K-5. Kindergarten is a ½ day, everyday program. Westside is a targeted assistance Title I school with 39.6% of its students qualifying for free and/or reduced lunch.

The Westside motto, "Westside is the BEST in the West", where BEST means, "Better Equipped Students for Tomorrow" supports our mission. "In a safe, orderly, and positive environment, where learning is valued and differences are accepted, each child will achieve mastery of district standards and will develop and progress intellectually, socially, emotionally and physically as an individual.

The motto and mission are accepted as part of our culture by the staff, the parents, and the students. Our highly qualified staff uses data to monitor and adjust teaching so all students meet district standards.

Westside is on its third - 7 year cycle of North Central Accreditation. This cycle the staff is focusing on three goals:

1. Students will improve in writing across the curriculum
2. Students will demonstrate "competence" in the general skills and strategies for reading a variety of literacy texts and informational texts.
3. Students will improve in solving application problems including extended and constructed response problems.

The Westside staff believes that all students can learn, given time. To that end, the staff employs a number of programs aimed at giving students the time they need. Students can attend our before school program, noon tutor program, Title I, after school study program, after school tutor program, and/or summer school.

To help further meet the needs of all students the staff developed the flexible action grouping program. At the start of the 2000 school year we started assessing students at each grade level in reading and math using the computerized testing system, JCAT from Compass Learning. Through those results we could quickly identify, at each grade level, those skills a student knew or did not know. The school day was reorganized. Each grade level was given a unique 30 minute period in the morning for reading and another 30 minute period in the afternoon for math. Teams were formed at each grade level. Each team consisted of two classroom teachers, a Title I teacher, a Special Education teacher and at times an aide. The rest of the day was used for whole group instruction in the core academic areas.

Using the test results, the team would get together for ½ day (I would provide substitutes) and develop lesson plans for the next 4-5 weeks for the 30 minute reading block and the 30 minute math block. Students are put into groups based on the identified skills in which they need remediation. After the 4-5 week cycle, the teams meet again and regroup the students for the next set of skills. The first two years, the flexible action groups focused mainly on the remediation of skills. The third year, this changed because many of the students did not require remediation. Last year, at each grade level, at least two of the 4 to 5 groups changed from remediation to enrichment. The enrichment groups focused on the application of skills.

Part IV-I. School Assessment Results – Describe in one page the meaning of the school's assessment results in reading and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Every March the Wyoming Comprehensive Assessment System (WyCAS) which is based on Wyoming reading and math standards, is given to every 4th, 8th, and 11th grade student in Wyoming.

The WyCAS assessment has two parts: The standards based assessment developed specifically for Wyoming and the norm-referral CTBS Terra Nova assessment. The standards-based assessment includes four types of items: 1. Multiple choice items with four possible responses, 2. Constructed response items requiring a more extended response (full page), 3. Extended response questions which require a more in-depth solution to a problem, and 4. Writing prompts to measure a student's ability to communicate in written form. The Terra Nova has multiple choice items only. The entire assessment takes approximately nine hours.

Individual scores from the WyCAS are reported to parents and students. There are four categories for the scaled scores: novice, partially proficient, proficient, and advanced.

All Westside fourth graders have taken the WyCAS since it was first administered in March 1999.

The Westside results of the WyCAS Reading performance show that the number of students scoring in the proficient and advanced range has increased every year with a plateau in 2003. In 2003 the state average for proficient and above was 34% while Westside was 71%.

The Westside results for the WyCAS Math shows continued improvement each year. In 2003, Westside had 80% of the fourth grade students proficient or advanced while the state average was 37%.

The Westside results for the WyCAS writing show improvement each year. In 2003, 65% of Westside's 4th graders were proficient or advanced while the state average was 37%.

WyCAS disaggregated data is included for gender and free or reduced lunch indicating the percentage of students scoring proficient or advanced. Our ethnic/racial groups comprise less than 10% of the student body and are not considered statistically significant. The gender subgroup for 2003 shows that females at Westside score higher than males in reading (75% vs. 65%) and higher than males in math (85% vs. 82%).

The Soc/Eco sub group for 2003 shows that free/reduce score lower in reading and math then non-free/reduced students (45% vs. 81% in reading and 73% vs. 88%). At fourth grade level the free and reduced population only makes up 30 % of the total group. The scores of one or two individuals made a large impact on the total score.

The national percentile rank of the medium student scores in reading and mathematics on the Terra Nova test are reported. National percentile ranks range from 1 to 99. Results for the Terra Nova are repeated for the same disaggregated groups as WyCAS.

Westside Mean Reading National Percentile Rank: 78%tile

Reading Female: 81%tile Reading Male: 75%tile

Reading Free or Reduced: 53%tile Reading Non Free or Reduced: 85 %tile

Westside Mean Math National Percentile Rank: 85%tile

Math Female: 83%tile Math Male: 86%tile

Math Free or Reduced: 81%tile Math Non Free or Reduced: 85%tile

Part IV-2. How Westside Uses Assessment Data – Show in one-half page how the school uses assessment data to understand and improve student and school performance.

The use of assessment data by staff is an integral part of Westside's success. This concept begins with kindergarten being assessed for reading readiness. Those that are not ready are put into a ½ day kindergarten, ½ day Kinderboost program.

Westside staff differentiates instruction based on formative and summative assessment data. On-going assessment data is provided by technology from computerized assessment programs like STAR Math, STAR Reading, STAR Early Literacy, Lexia Quick Reading Test, Accelerated Reading, and Jostens. The data is used to plan for remediation and enrichment for individual students and groups of students.

The Terra Nova results allow us to monitor how our students are progressing compared to national norms. The WyCAS results allow us to monitor our progress against Wyoming norms. Results of these tests, as well as other information, are used by staff to evaluate and improve educational programs to help all students be proficient at mastery of district standards.

Assessment data from all sources is used by the Westside school improvement committee to develop and monitor our building improvement goals.

The principal closely monitors the assessment data to ensure alignment across grade levels and that all students are making progress.

Assessment data is used by the building intervention team to determine additional interventions for students not mastering standards.

Progress reports and accelerated reader reports help keep parents well informed about the progress of the students as well as the success of the curriculum being taught.

Part IV-3. How Do We Communicate Student Performance – Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Westside staff communicates student performance to students, parents and community in a variety of ways to help meet the diverse needs of our students. Each school year two formal parent - teacher conferences are held with parents to discuss student performance. Report cards and standards reports are sent home once every nine weeks. Individual test results from the Terra Nova and WyCAS testing are sent home each fall. Parent reports from STAR Math, STAR Reading, and the Accelerated Reading program and student discipline referrals are sent home with the report cards.

Shortly after school starts in the fall we hold an open house for parents and students. Parents receive a Westside handbook at the open house, outlining the procedures and expectations for Westside students. They also receive syllabi from their child's teacher outlining the standards, discipline, major activities, and projects for the school year.

At least once a month every teacher sends home a room newsletter outlining the main objectives for the next month. The principal sends home a weekly newsletter hi-lighting the school's activities, student involvement and accomplishments. The school report card is sent out in November in the newsletter. The report card is also available on the Wyoming Educational Web site. The Powell Tribune also prints a copy of the school report.

Monthly parent organization meetings and a monthly newsletter are used to keep parents involved with the school and to provide them with on-going information about student success. Phone calls and letters are used to contact parents when a student is starting to have problems mastering the standards.

Part IV-4. How Westside will share its success with other schools.

Westside staff is already sharing our reading and flexible action grouping programs with other schools and districts through district, state and national conferences. We will enthusiastically continue to do so as a Blue Ribbon school.

Our Blue Ribbon status will be shared through a power point presentation with the school board and with Westside parents during the annual back to school night.

The reasons for our designation as a Blue Ribbon School, including the programs and strategies for increasing student success and advancement for all students will be incorporated into the Westside handbook for parents. We are eager to share how we help students not only achieve at a proficient level but support their move into the advanced levels of performance.

Part V-1. Schools Curriculum – Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards.

The desired outcome of the curriculum at Westside Elementary is for all students to become proficient or advanced on state assessments. We have thoughtfully aligned our district and building standards to Wyoming's adopted standards in all curricular areas. Curriculum development is an ongoing process driven by the collection of assessment data. Standards and assessments have been developed for each curriculum area at each grade level.

The staff at Westside believes that all students can become proficient at meeting or exceeding the standards. Using our North Central Process and research based programs we match programs, materials, and time to the individual students.

Our language arts/reading program is based on a Balanced Literacy Approach. It includes the following components: Horizons Reading, Guided Reading, Accelerated Reader, computer assisted instruction, Lexia phonics, Junior Great Books, Trade Books, a self developed spelling program tried to our phonics program and the 6-Traits of Writing program.

Our math curriculum is based on precision teaching of the basic facts then lots of application through constructed response problems and extended response problems. We also teach a set of standards from the National Mathematic Board that is tied to acquiring basic skills in algebra, geometry, measurement, and statistics. Computer assisted instruction is an integral part of our instruction.

Science is based on adopted standards. All the grade levels utilize non-fiction trade books tied to standards. Additional resources like National Geographic for Kids, Weekly Reader, and a variety of science books and materials are used to make the standards more current.

The social studies curriculum is aligned to state standards. Time for Kids, Weekly Reader, Scholastic, and the text, *Wyoming History*, are used to help meet standards. Non-fiction trade books tied to the Social Studies standards are required reading at each grade level.

Foreign language utilizing the Northern Arizona program, *Elementary Spanish*, is currently used K-2 and will be added to grades 3-5 over the next 3 years.

Using flexible action grouping teachers are able to differentiate the languages arts and math curriculum to better meet the needs of all students. The grouping allows for remediation and enrichment. Our after-school enrichment classes, student council and student newspaper allow for additional enrichment.

Part V-2. Reading Curriculum – describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Following the philosophy that one size does not fit all, Westside's reading curriculum is based on a Balanced Literacy Approach. This approach includes the four essential components: Guided Reading, Phonics and Word Study, Writing (Six Traits) and Self Selected Reading (Accelerated Reading Program) which is guided by the use of computer generated assessment data. It is also supplemented by a strong home component for practice reading.

The strong phonics based program at kindergarten through third grade changes to a strong literacy approach focusing on building context, interpreting, synthesizing and evaluating using fiction and non-fiction trade books at the 3rd, 4th and 5th grades. The computer based Lexia Phonics based reading program is used to remediate students requiring remediation in phonics. The Computer Curriculum Corporation program is used to enrich and provide practice in reading. The Accelerated Reading program provides additional practice in reading.

Student's independent reading is closely monitored by the teacher through the Accelerated Reading program reading logs and computerized reports. The Accelerated Reading program gives the teacher up to the minute data on how well the students comprehend what they are reading. Assessment data from the computerized STAR reading assessment, the Early Literacy Assessment and the Lexia Quick reading test is used to put students into flexible action groups for providing remediation and enrichment.

Part V-3 Other Curriculum – Math

Westside School's North Central Math goal is, "Students will improve in solving application problems including extended and constructed response problems". A solid foundation of skills is built utilizing a hands-on approach, precision teaching, whole group and small group instruction and computerized instruction to insure proficiency on skills. Once a skill is mastered, students are required to practice the skill through-out the year.

The applications of those skills are developed in hands-on cross-curriculum activities, real-life activities, and the use of technology. Each teacher stresses the 10 basic strategies for solving a math problem. Strategies for solving constructed and extended response problems are developed at each grade level. There is a clear focus on mastery of the basic facts then utilizing the facts to solve higher level word problems. Using a set of extended standards aligned to standards from the National Council of Teachers of Mathematics students at all levels are taught skills from algebra, geometry, measurement and statistics.

Assessment data from STAR math is used to put students into flexible action groups for remediation and/or enrichment.

Part V-4. Instructional Strategies – Describe in one-half page the different instructional methods the school uses to improve student learning.

The Westside staff utilizes a variety of instructional strategies to enhance student learning. Precision teaching, direct instruction, guided-whole group instruction, hands-on activities, peer tutoring, games, and TESA are used to meet student needs.

Remediation and enrichment take place during the daily 30 minute reading block and 30 minute math block dedicated to flexible action grouping. Four to five teachers divide grade level (35-42) students into instructional groups based on assessment data. The groups are reformed every 4-5 weeks based on assessment data. Direct instruction, precision teaching, and hands-on activities are important techniques used at this time.

Time is an important element of instruction, by utilizing computerized assessment data and teacher generated assessment data the staff is able to focus on what a student does not know and not waste time teaching what he/she already knows. Through our careful alignment to standards and essential skills (phonics and math facts) we keep the instruction focused on what is really important. The use of our flexible grouping allows for remediation and enrichment. A strong at-risk program helps ensure all students become proficient in reading and math.

Part V- 5 Professional development program – Describe in one-half page the school's professional development program and its impact on improving student achievement.

Westside's professional development plan encompasses district, building and individual goals. Data assessment is used at each level to identify specific areas for implementation or improvement.

District level staff development tends to relate to major implementation programs across the district. Building level staff development is tied to Westside's North Central Accreditation goals in reading, math, and writing. Individual staff development is tied to expanding current instructional skills and strengthening weakness identified through analysis of assessment data and evaluation.

Our staff development activities are on-going. We receive initial training, often having "trainers" trained at the building level. We then participate in follow-up training with on-site consultants and/or staff.

Grade level teachers have a daily 30 minute common planning time to facilitate the exchange of techniques, ideas and materials. In addition, every 4-5 weeks the action teams have a ½ day to plan, share and reflect on ways to meet the needs of all students.

The district calendar provides 10 staff development days per year, six for district level and four for building level. In addition, individual and groups of teachers are encouraged to attend conferences and specific trainings throughout the year.

New ideas, techniques, and program overviews are shared at weekly staff meetings.

STATE CRITERION-REFERENCED TESTS
READING

Grade - 4 Test - WyCAS

Edition/publication year - 1999 - 2003 Publisher: Measured Progress
(The test is revised and changed each year, so this is why there is a different edition each year.)

What groups were excluded from testing? No groups were excluded. All students were included in the tests.

MATH

Grade - 4 - Test - WyCAS

Edition/publication year _1999 - 2003 Publisher: Measured Progress
(The test is revised and changed each year, so this is why there is a different publication each year.)

No groups were excluded from testing. All students were included.

Explanation of the standards for basic, proficient, and advanced, and what the test results mean.

TESTS

The Wyoming Comprehensive Assessment System (WyCAS) tests are designed to measure how well students are learning the Wyoming Content and Performance Standards. These standards, which were written by Wyoming educators and citizens, describe what students should know and be able to do in each content area at specific grade levels. Scores on each of these standards-based assessments range from 200 to 280. For reading, writing, and mathematics, scores below 220 indicate Novice-level performance and scores from 220 to 239 indicate **Partially Proficient** -level performance. In reading, scores from 240 to 258 indicate **Proficient-level** performance and scores greater than 258 indicate Advanced-level performance. In writing, scores from 240 to 262 indicate **Proficient-level** performance and scores greater than 262 indicate Advanced-level performance. In mathematics, scores from 240 to 256 indicate **Proficient-level** performance and scores greater than 256 indicate Advanced-level performance.

Because any single test consists of only a sample of all the possible questions that might be asked, the score achieved by a child could vary if he/she were asked a different sample of questions. Similarly, a variety of other factors such as motivational level, misreading a question, or guessing a correct answer could all affect the score that a child might receive. The range of probable scores, represented in the description above, depicts the range of score a child might receive if he/she were to take many tests with questions like those on a particular year's test. The year 2003 is the fifth year that the WyCAS was administered. It was designed primarily to serve as a tool for school improvement. Wyoming citizens asked for and the Legislature and the Wyoming Supreme Court required an assessment system tied to the Wyoming Content and Performance Standards. This is an assessment system that provides uniform information for all schools and districts in reading, writing, and mathematics.

The standards-based portion is the primary focus of WyCAS and is designed to measure student progress in meeting these standards. In addition to the WyCAS the norm-referenced test, Terra Nova, allows parents to compare the student's and school's performance to that of students and schools across the country. Schools, districts, and the state will use the results along with other measures to determine strengths and weaknesses in the Wyoming educational system, and to set improvement goals.

State Criterion - Referenced Test

WyCAS Reading					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	97	97	91	88	97
% At or Above Proficient	70	72	66	53	56
% At Advanced	41	46	34	21	16
Number of students tested	37	39	44	43	45
Percent of total students tested	100	100	100	98	96
Number of students excluded	0	0	0	1	2
Percent of students excluded	0	0	0	2	4
SUBGROUP SCORES					
1. Male					
% At or Above Basic	100	95	86	83	97
% At or Above Proficient	65	71	64	59	63
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	17	21	22	24	30
2. Female					
% At or Above Basic	95	100	95	95	87
% At or Above Proficient	75	78	73	79	53
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	20	18	22	19	15
3. Free/Reduced					
% At or Above Basic	100	100	81	67	92
% At or Above Proficient	45	62	38	33	23
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	11	13	16	6	13
4. Not Free/Reduced					
% At or Above Basic	96	96	96	92	94
% At or Above Proficient	81	81	86	73	75
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	26	26	28	37	32
STATE SCORES					
% At or Above Basic	82	80	82	77	83
State Mean Score					
% At or Above Proficient	30	30	32	27	34
State Mean Score					
% At Advanced	14	14	13	11	10

State Criterion - Referenced Test

WyCAS Math					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Basic	89	95	86	84	87
% At or Above Proficient	65	31	43	30	27
% At Advanced	19	26	16	21	11
Number of students tested	37	39	44	43	45
Percent of total students tested	100	100	100	98	96
Number of students excluded	0	0	0	1	2
Percent of students excluded	0	0	0	2	4
SUBGROUP SCORES					
1. Male					
% At or Above Basic	94	90	77	79	93
% At or Above Proficient	82	62	64	58	47
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	17	21	22	24	30
2. Female					
% At or Above Basic	85	100	95	89	73
% At or Above Proficient	85	50	55	42	20
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	20	18	22	19	15
3. Free/Reduced					
% At or Above Basic	91	100	75	83	77
% At or Above Proficient	73	46	38	33	23
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	11	13	16	6	13
4. Not Free/Reduced					
% At or Above Basic	88	92	93	84	91
% At or Above Proficient	88	62	71	54	44
% At Advanced	N/A	N/A	N/A	N/A	N/A
Number of students tested	26	26	28	37	32
STATE SCORES					
% At or Above Basic	71	79	70	63	72
State Mean Score					
% At or Above Proficient	26	26	26	22	29
State Mean Score					
% At Advanced	8	7	7	5	6

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 1 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 31

Number of students who took the test 31

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

1st Gr. Reading					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	84	90	83.5	85.5	88
Number of students tested	31	37	36	34	37
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Female	78	91	87	87	
Number of students tested	15	18	20	18	
2. Male	93	85	81	81	
Number of students tested	16	18	14	16	
3. Not Free/Reduced	94	92	87	95	
Number of students tested	20	23	18	16	
4. Free/Reduced	76	85	82	69	
Number of students tested	11	14	18	18	

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	93	94.7	91.5	92.5	83
NATIONAL STANDARD DEVIATION					

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 1 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 31

Number of students who took the test 31

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

1st Gr. Math					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	96	97	91.3	92.7	83
Number of students tested	31	37	36	34	37
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Female	78	95	92	92	
Number of students tested	15	18	20	18	
2. Male	93	97	91	94	
Number of students tested	16	18	14	16	
3. Not Free/Reduced	98	98	92	96	
Number of students tested	20	23	18	16	
4. Free/Reduced	87	87	90	80	
Number of students tested	11	14	18	18	

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	93	94.7	91.5	92.5	83
NATIONAL STANDARD DEVIATION					

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 2 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 36

Number of students who took the test 36

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

2nd Gr. Reading					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	82.3	83	83	80	79
Number of students tested	36	37	37	35	42
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Female	90	88	89	87	
Number of students tested	17	22	18	17	
2. Male	76	71	80	77	
Number of students tested	19	15	19	18	
3. Not Free/Reduced	89	90	87	89	
Number of students tested	21	16	25	20	
4. Free/Reduced	72	75	75	73	
Number of students tested	15	21	12	15	

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	86.5	90	89.7	85	79
NATIONAL STANDARD DEVIATION					

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 2 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 36

Number of students who took the test 36

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

2nd Gr. Math					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	98	95	97	91	73
Number of students tested	36	37	37	35	42
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Female	98	95	97	91	
Number of students tested	17	22	18	17	
2. Male	97	96	95	90	
Number of students tested	19	15	19	18	
3. Not Free/Reduced	98	97	97	95	
Number of students tested	21	16	25	20	
4. Free/Reduced	96	90	93	85	
Number of students tested	15	21	12	15	

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	86.5	90	89.7	85	79
NATIONAL STANDARD DEVIATION					

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 35

Number of students who took the test 35

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

3rd Gr. Reading					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	82	88	88	83	80.5
Number of students tested	35	33	41	45	43
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Female	82	89	90	85	
Number of students tested	23	17	18	21	
2. Male	82	85	87	82	
Number of students tested	12	15	22	23	
3. Not Free/Reduced	88	92	90	93	
Number of students tested	18	22	29	30	
4. Free/Reduced	79	88	72	64	
Number of students tested	17	11	12	15	

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	78.7	91.4	80.3	85	78.5
NATIONAL STANDARD DEVIATION					

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 35

Number of students who took the test 35

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

3rd Gr. Math					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	90	95	88	84	81
Number of students tested	35	33	41	45	43
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Female	91	96	91	80	
Number of students tested	23	17	18	21	
2. Male	88	93	88	89	
Number of students tested	12	15	22	23	
3. Not Free/Reduced	95	96	89	93	
Number of students tested	18	22	29	30	
4. Free/Reduced	80	88	88	64	
Number of students tested	17	11	12	15	

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	78.7	91.4	80.3	85	78.5
NATIONAL STANDARD DEVIATION					

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 37

Number of students who took the test 37

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

4th Gr. Reading					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	78	81	81	71	66
Number of students tested	37	39	44	43	44
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Female	81	82	75	74	61
Number of students tested	17	18	22	19	15
2. Male	87	81	84	69	71
Number of students tested	20	21	22	24	30
3. Not Free/Reduced	85	83	86	73	82
Number of students tested	26	26	28	37	32
4. Free/Reduced	53	67	56	43	44
Number of students tested	11	13	16	6	13

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 37

Number of students who took the test 37

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

4th Gr. Math					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	85	86	75	79	71
Number of students tested	37	39	44	43	45
Percent of total students tested	100	100	100	98	96
Number of students excluded	0	0	0	1	2
Percent of students excluded	0	0	0	2	4
SUBGROUP SCORES					
1. Female	83	87	71	82	52
Number of students tested	17	18	22	19	15
2. Male	81	85	75	77	77
Number of students tested	20	21	22	24	30
3. Not Free/Reduced	85	92	83	82	77
Number of students tested	26	26	28	37	32
4. Free/Reduced	81	66	48	63	49
Number of students tested	11	13	16	6	13

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	50	50	50	50	50
NATIONAL STANDARD DEVIATION					

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 5 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 39

Number of students who took the test 39

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

5th Gr. Reading					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	82	74	63	74.5	71
Number of students tested	39	46	50	43	49
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Female	82	67	64	56	
Number of students tested	20	24	26	17	
2. Male	82	82	60	76	
Number of students tested	19	22	24	26	
3. Not Free/Reduced	85	87	66	78	
Number of students tested	26	31	39	32	
4. Free/Reduced	74	52	48	36	
Number of students tested	12	15	11	11	

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	81	74.7	66.8	71	61.5
NATIONAL STANDARD DEVIATION					

Assessments Referenced Against National Norms

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 5 Test CTBS/McGraw Hill – Terra Nova

Edition/publication year 1996 Publisher McGraw Hill

Number of students in the grade in which the test was administered 39

Number of students who took the test 39

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs __ Scaled scores __ Percentiles X

5th Gr. Math					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	88.3	84	69	78	65.5
Number of students tested	39	46	50	43	49
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Female	84	81	70	64	
Number of students tested	20	24	24	17	
2. Male	93	85	68	86	
Number of students tested	19	22	26	26	
3. Not Free/Reduced	90	87	76	86	
Number of students tested	27	31	39	32	
4. Free/Reduced	84	51	43	58	
Number of students tested	12	15	11	11	

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	81	74.7	66.8	71	61.5
NATIONAL STANDARD DEVIATION					